



State of New Jersey

2014-15

27-4490-019

OVERVIEW

MORRIS

ROCKAWAY TWP

CATHERINE A DWYER ELEMENTARY SCHOOL

665 MT HOPE AVENUE

WHARTON, NJ 07885

GRADE SPAN KG-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

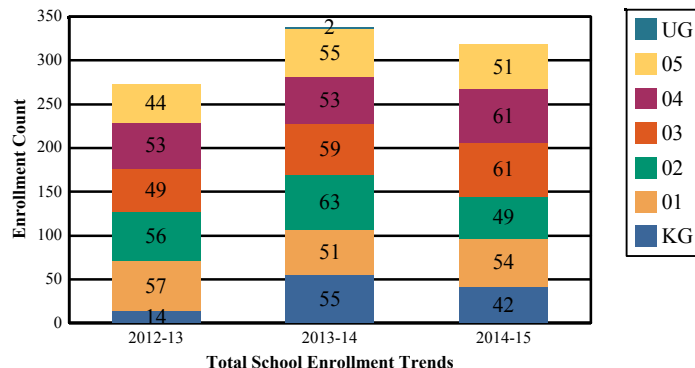
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Enrollment by Grade

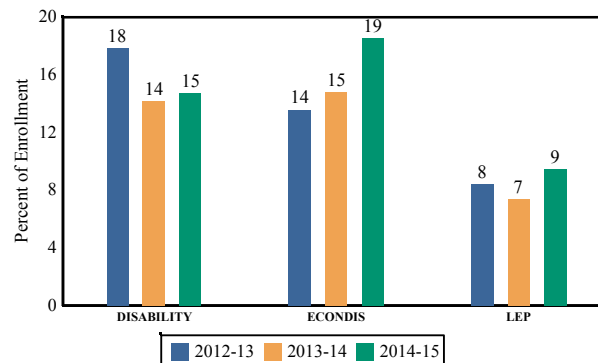
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

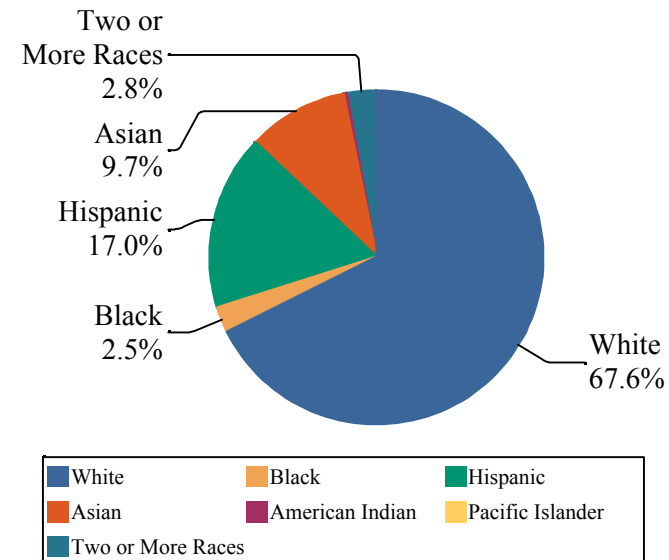
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

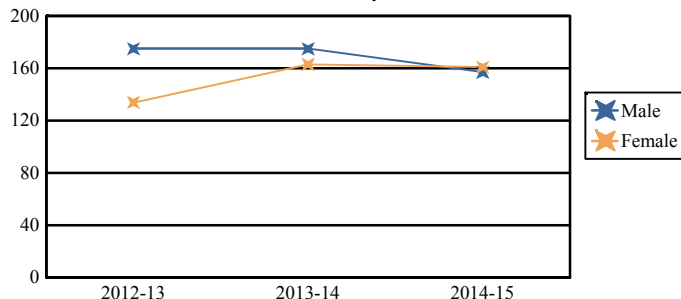
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	309
2013-14	338
2014-15	318

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	175	134
2013-14	175	163
2014-15	157	161

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	47	15%
Economically Disadvantaged Students	59	18.6%
English Language Learners	30	9.4%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	79.7%
Spanish	10.3%
Urdu	2.3%
Arabic	1.9%
Polish	1.3%
Italian	0.6%
Other	3.9%

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	63%	62	70
Math Met or Exceeded Expectation	58%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	139	63.3%	95%	89.5%	YES*
White	103	64.1%	95%	89.1%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	139	58.3%	95%	89%	YES*
White	102	58.8%	95%	88.2%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (Min. 650)	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations (Max. 850)

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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	53	753	744	11%	13%	19%	49%	8%	57%	44%
White	40	754	753	13%	10%	20%	50%	8%	58%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	11	715	718	36%	18%	27%	18%	0%	18%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	44	765	751	2%	7%	20%	48%	23%	70%	52%
White	35	763	758	3%	9%	20%	46%	23%	69%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	757	751	5%	5%	26%	57%	7%	64%	53%
White	28	760	757	4%	4%	25%	57%	11%	68%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	749	746	6%	13%	23%	48%	10%	58%	46%
White	39	750	752	8%	10%	21%	54%	8%	62%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	11	721	727	18%	45%	9%	27%	0%	27%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	751	744	0%	29%	22%	38%	11%	49%	42%
White	35	749	749	0%	29%	26%	37%	9%	46%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	758	744	2%	10%	19%	62%	7%	69%	42%
White	28	758	749	4%	11%	14%	64%	7%	71%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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NJASK Results - Science Grade Level - 04

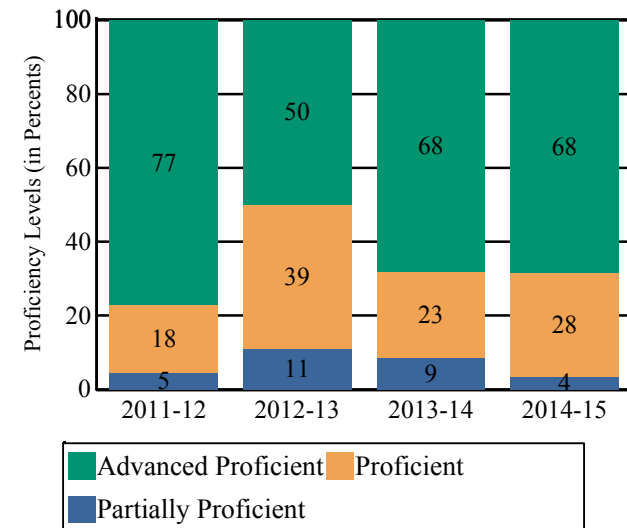
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	68%	28%	4%
White	75%	25%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	36%	55%	9%
English Language Learners	-	-	-
Economically Disadvantaged Students	45%	36%	18%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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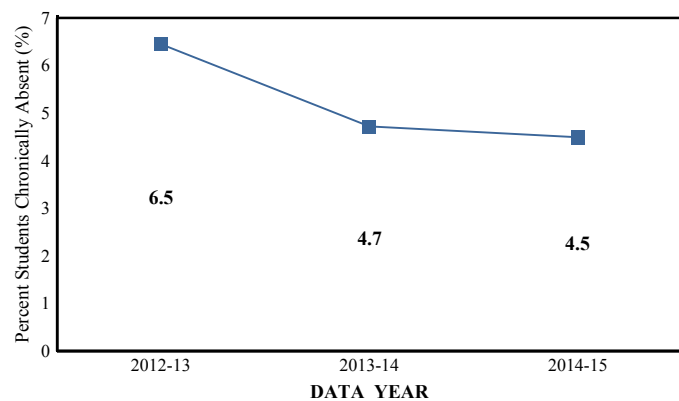
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

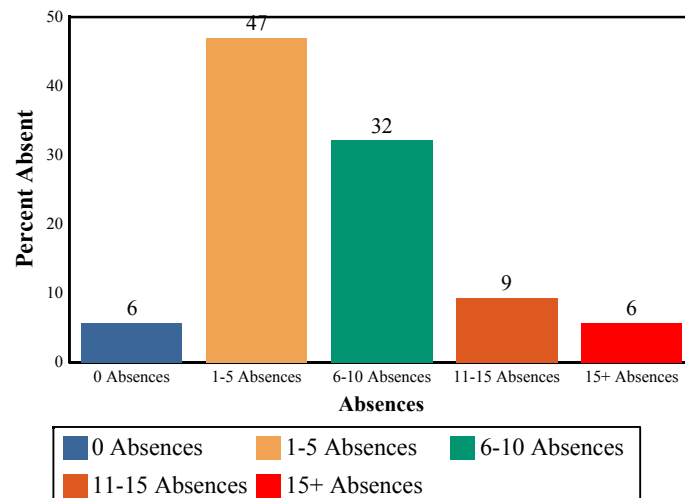


Chronic Absenteeism for 2014-15

4.50%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	54	69	57	35	YES
Student Growth on Math	67	97	89	35	YES
		83	73		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	5%	1%	0%
Approached	10%	9%	5%
Met	15%	17%	20%
Exceeded	0%	1%	14%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	1%	0%
Partially Met	10%	6%	3%
Approached	3%	7%	10%
Met	5%	18%	27%
Exceeded	0%	0%	9%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	775	770
50th	761	743
25th	724	715
0th	653	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	769	767
50th	752	745
25th	729	722
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	784	773
50th	761	750
25th	747	728
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	771	773
50th	759	751
25th	745	728
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	769	764
50th	748	742
25th	722	721
0th	705	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	775	763
50th	763	743
25th	745	723
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	40

SCHOOL CLIMATE
MORRIS
ROCKAWAY TWP

State of New Jersey
2014-15

GRADE SPAN KG-05

27-4490-019
CATHERINE A DWYER ELEMENTARY SCHOOL
665 MT HOPE AVENUE
WHARTON, NJ 07885

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 30 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.9%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	318

SCHOOL PEER GROUP

**MORRIS
ROCKAWAY TWP**

**CATHERINE A DWYER ELEMENTARY SCHOOL
665 MT HOPE AVENUE
WHARTON, NJ 07885**

GRADE SPAN KG-05

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	MARGATE CITY	WILLIAM H. ROSS III SCHOOL	01-3020-025	PK-04	10.1%	0%	14.1%
BERGEN	FAIR LAWN BORO	WESTMORELAND ELEMENTARY SCHOOL	03-1450-160	PK-05	17.5%	7.5%	12.9%
BERGEN	FORT LEE BORO	SCHOOL NO. 2	03-1550-070	PK-06	18.5%	8.7%	13.5%
BERGEN	LEONIA BORO	ANNA C. SCOTT ELEMENTARY SCHOOL	03-2620-060	PK-05	13.6%	6.4%	11.3%
BERGEN	MAHWAH TWP	JOYCE KILMER SCHOOL	03-2900-075	04-05	12.2%	1.8%	13.8%
BERGEN	MAHWAH TWP	LENAPE MEADOWS	03-2900-065	PK-03	15.5%	7.3%	10.6%
BERGEN	SADDLE BROOK TWP	SALOME H. LONG MEMORIAL SCHOOL	03-4610-090	KG-06	13.3%	1.4%	15.7%
BERGEN	WOOD-RIDGE BORO	CATHERINE E. DOYLE ELEMENTARY SCHOOL	03-5830-060	PK-03	13.1%	0.3%	17.8%
BURLINGTON	MOUNT LAUREL TWP	COUNTRYSIDE ELEMENTARY SCHOOL	05-3440-010	PK-04	13.7%	3.7%	14.2%
BURLINGTON	TABERNACLE TWP	TABERNACLE ELEMENTARY SCHOOL	05-5130-060	PK-04	11.8%	1.2%	14%
CAMDEN	HADDON TWP	VAN SCIVER ELEMENTARY SCHOOL	07-1890-100	PK-05	16.4%	2.7%	19.4%
CAPE MAY	UPPER TWP	UPPER TOWNSHIP ELEMENTARY SCHOOL	09-5340-050	03-05	14.5%	0.2%	20.9%
GLOUCESTER	PITMAN BORO	ELWOOD KINDLE ELEMENTARY SCHOOL	15-4140-060	PK-05	10.6%	0%	15.4%
GLOUCESTER	SWEDESBORO-WOOLWICH	WALTER HILL SCHOOL	15-5120-060	06	13%	0.8%	17%
HUNTERDON	FLEMINGTON-RARITAN REG	READING-FLEMING INTERMEDIATE SCHOOL	19-1510-040	05-06	14.7%	0.8%	19.4%
MERCER	HAMILTON TWP	UNIVERSITY HEIGHTS ELEMENTARY SCHOOL	21-1950-250	PK-05	20.3%	1.4%	26.3%
MERCER	PRINCETON REGIONAL	RIVERSIDE SCHOOL	21-4255-090	PK-05	17.8%	5.2%	18.4%
MONMOUTH	FREEHOLD TWP	C. RICHARD APPLGATE SCHOOL	25-1660-021	KG-05	10%	0.2%	15%
MONMOUTH	HOWELL TWP	ALDRICH ELEMENTARY SCHOOL	25-2290-005	KG-05	10.8%	0.2%	15.2%
MORRIS	LINCOLN PARK BORO	LINCOLN PARK ELEMENTARY SCHOOL	27-2650-035	PK-04	18.8%	9%	13.2%

SCHOOL PEER GROUP

MORRIS
ROCKAWAY TWP

GRADE SPAN **KG-05**

CATHERINE A DWYER ELEMENTARY SCHOOL
665 MT HOPE AVENUE
WHARTON, NJ 07885

MORRIS	PARSIPPANY-TROY HILLS TWP	LAKE HIAWATHA ELEMENTARY SCHOOL	27-3950-070	PK-05	17.4%	8%	12.5%
MORRIS	ROCKAWAY TWP	CATHERINE A DWYER ELEMENTARY SCHOOL	27-4490-019	KG-05	18.6%	9.4%	12.6%
OCEAN	ISLAND HEIGHTS BORO	ISLAND HEIGHTS ELEMENTARY SCHOOL	29-2350-050	KG-06	11.8%	0%	16.8%
PASSAIC	POMPTON LAKES BORO	LINCOLN SCHOOL	31-4230-070	PK-05	19.2%	5%	19.6%
PASSAIC	WEST MILFORD TWP	APSHAWA ELEMENTARY SCHOOL	31-5650-042	KG-06	16.5%	4.2%	16.9%
PASSAIC	WEST MILFORD TWP	PARADISE KNOLL ELEMENTARY SCHOOL	31-5650-080	KG-06	11.1%	0%	14.8%
PASSAIC	WEST MILFORD TWP	WESTBROOK ELEMENTARY SCHOOL	31-5650-100	KG-06	12.8%	0%	16.7%
UNION	SPRINGFIELD TWP	JAMES CALDWELL ELEMENTARY SCHOOL	39-5000-070	03-05	13.5%	3.7%	12.6%
UNION	SUMMIT CITY	WASHINGTON ELEMENTARY SCHOOL	39-5090-120	01-05	13.6%	5.9%	11.8%
UNION	UNION TWP	WASHINGTON	39-5290-140	PK-04	16.9%	9.1%	10%
WARREN	FRELINGHUYSEN TWP	FRELINGHUYSEN TOWNSHIP ELEMENTARY SCHOOL	41-1670-050	PK-06	12.1%	0%	16.2%